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Writing High-Quality IEPs for Dually Identified Students

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Objectives

- Identify and understand legal requirements for a variety of IEP components for English learners with disabilities
- Identify and understand the relationship between different IEP components
- Identify, understand, and contribute to a menu of best practices for developing high-quality IEP components for English learners with disabilities

A graphic featuring a large blue target with three arrows hitting the bullseye. The background consists of several smaller, grey targets. The Oregon Department of Education logo is visible in the bottom right corner of the slide.

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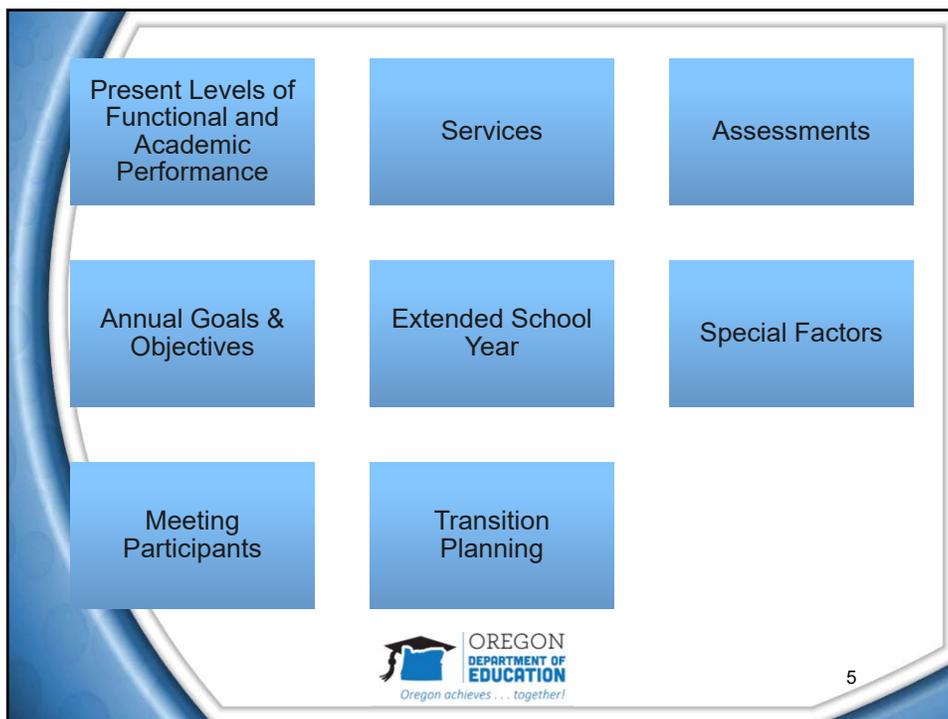
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English Learners with Disabilities

A colorful illustration of a diverse group of people of various ethnicities and ages, representing English learners with disabilities.

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Present Levels of Academic and Functional Performance (PLAAFP)

- Academic Performance
- Functional Performance

Requirements:

- Narrative and supporting data
- Skill-specific statements and reference multiple sources of information

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Present Levels

	PRESENT LEVELS OF ACADEMIC PERFORMANCE <small>(Includes Transition for 16 and Older)</small>	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE <small>(Includes Transition for 16 and Older)</small>
STRENGTHS OF THE STUDENT		
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERN		
INVESTIGATION OF THE GENERAL EDUCATION CURRICULUM		

What other components of the IEP do present levels impact? How and why present level statements for dually identified students?



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Best Practices for PLAAFP

- Include information on:
 - Language acquisition
 - Acculturation Checklist
 - Outcomes of additional support
 - Conversational/academic level of student
- Knowing that fluency doesn't mean comprehension





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Services

SERVICES

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Supplementary Aids/Services; Accommodations 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring



Services

What other components of the IEP does the service component of a High-quality IEP impact? How and why? of a high-quality IEP for dually identified students?

Supplementary Aids/Services; Modifications 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring



Best Practices for Services for ELSWD

- Direct instruction with ELD teacher
- Push in
- Language instruction supporting content
- Co-Teaching
- ELD/SpEd consultation




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Assessments

STATEWIDE ASSESSMENT 34 CFR 300.320(a)(9)

Will the student participate in any Statewide Assessments during this IEP period?

No, Statewide Assessment not conducted at student's grade level (at time of testing)

Yes (student's grade level at time of testing _____). *If yes, describe participation decisions below:*

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
<input type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Social Sciences <input type="checkbox"/> Standard without accessibility supports <input type="checkbox"/> Standard with accessibility supports			



District Assessments

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment (ELPA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	

Assessments

Universal Tools

What other components of the IEP does the assessment component impact? How and why? component of a high-quality IEP for dually identified students?

Embed
Breaks, t
Eng
diction
h
che

Non-embed
Break
diction
paper, t

Non-embed
Abacus, Alternate Response Options, calculator, pointing on demand, read aloud, scribe, speech-to-text

Best Practices for Assessments for ELSWD

- Accommodations
 - Extended time
 - Small group
 - Non-verbal assessment
 - Other accessibility supports
 - Colored screen
 - Bilingual dictionary when permitted
 - Text to speech
 - Technology



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Annual Goals & Objectives

Goal Area:	<small>34 CFR 300.320(a)(2)(i)</small>
Annual Measurable Goal (including conditions and frequency):	
Objectives (if needed):	
Related Content Standard(s), if applicable:	
How progress will be measured:	
How progress will be reported, including frequency: <small>34 CFR 300.320(a)(2)(ii)</small>	
Progress Towards Goal	
<small>34 CFR 300.320(a)(2)(iii)</small>	
Date of Progress: / /	
Narrative and supporting data:	
Date of Progress: / /	
Narrative and supporting data:	
Date of Progress: / /	
Narrative and supporting data:	



Annual Goals & Objectives

What are some best practices for developing high-quality annual goals and objectives for dually identified students?

Goal Component	
	...ing content area, throughout the school ... work is expected, etc.
	means... How well or independently
	<ul style="list-style-type: none"> • Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	means... Assessment (as measured by...)
	<ul style="list-style-type: none"> • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • ... and others



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Best Practices for Goals & Objectives for ELSWD

- Understand ELPA21 scores and meaning for each domain
- Write goals & objectives relating to emerging domains
- Support student abilities in proficient domains





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ELPA21 Scores

Student	Grade	Reading	Writing	Listening	Speaking	Language needs
A	4	3	2	5	5	
B	4	1	1	3	3	
C	4	4	3	Exempt	Exempt	
D	4	5	3	4	4	
E	4	3	1	3	2	
F	4	2	2	4	4	
G	4	3	4	5	5	
H	4	Exempt	Exempt	4	4	
I	4	1	1	1	1	



Extended School Year

**What other components of the IEP
 What are some best practices
 for developing the ESY component
 of a high-quality IEP
 for dually identified students?**

EXTENDED SCHOOL YEAR (ESY) SERVICES
 Criteria/Inquiry:
 Does the student experience re-...
 Yes No
 Explanation:

...	Role Responsible for Monitoring

...	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring



Best Practice for ESY

- Know district ESY policy/process
- Know funding streams
 - Understand how Title III, Title I-C and HB 3499 can be used for ESY of ELSWD
- Ensure ESY is considered for ELSWD
- Translated/interpreted communication with parents



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Special Factors

A. Does the student exhibit behavior that impedes his/her learning or the learning of others?	34 CFR 300.324(a)(2)(i)
<input type="checkbox"/> YES	<input type="checkbox"/> NO
If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies.	
B. Does the student have limited English Proficiency?	34 CFR 300.324(a)(2)(ii)
<input type="checkbox"/> YES	English Language Proficiency Level: _____
If YES, the IEP team must consider the student's unique needs related to their English language proficiency.	
C. Is the student blind or visually impaired?	34 CFR 300.324(a)(2)(iv)
<input type="checkbox"/> YES	<input type="checkbox"/> NO
If YES, the IEP team must consider the student's unique needs, including opportunities for communication with peers and staff, and the use of assistive technology devices or services.	
D. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials?	34 CFR 300.210(b)(3); 300.172(b)(4)
<input type="checkbox"/> YES	<input type="checkbox"/> NO
If YES, alternate format(s) is/are identified in the IEP.	

**What are some best practices
What other components of the IEP
do special factors
impact? How and why?**



Best Practices for Special Factors

Contemplate the following when considering special factors for ELSWD:

- If/how student has experienced trauma
- If/how student behavior is impacted by level of language acquisition
- If/how student behavior is impacted by cultural norms



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Meeting Participants

IEP Team Member

General Education Teacher

Special Education Teacher/Provider

Parent – (And Interpreter as needed)

District Representative

Student (whenever appropriate)

English Language (EL) Teacher (when EL student is involved)

Individual to Interpret Evaluation

Related Service Provider

Agency Representatives (transition-age, where appropriate)



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Meeting Participants

IEP Team Member	Requirements	Responsibilities
English Language	<ul style="list-style-type: none"> Has knowledge of English language 	<ul style="list-style-type: none"> Provide language supports for language learning implications

What are some best practices for identifying IEP meeting participants for dually identified students? How and why?



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Best Practices for Meeting Participants

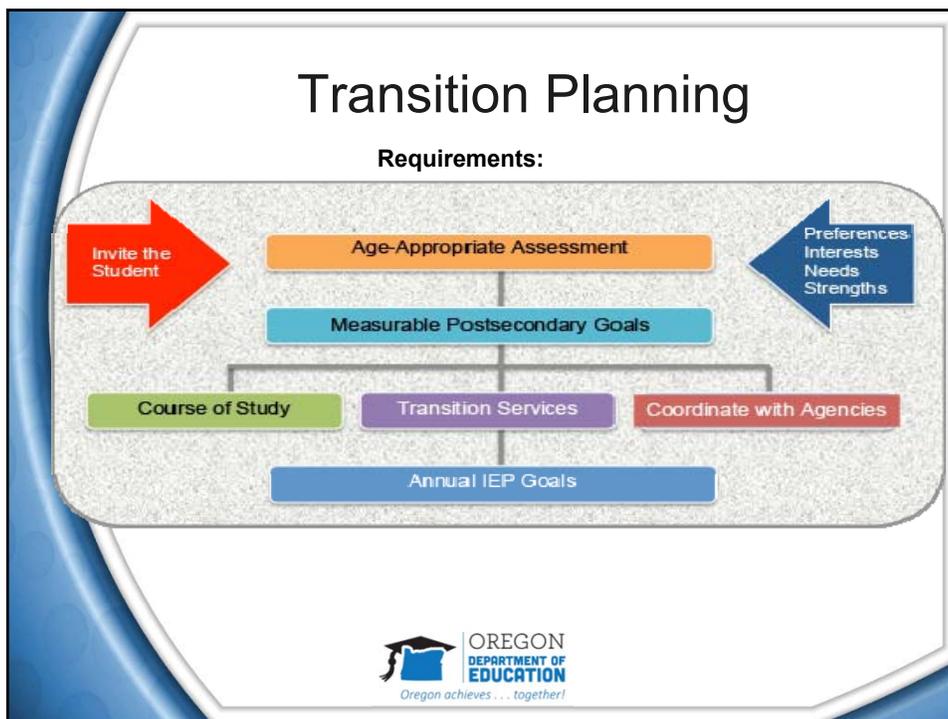
- Knowledge of family's culture/language
- Tone of meeting
- Relationship building





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Post-Secondary Goals

	EMPLOYMENT	EDUCATION
PREFERENCES		
IN		
NI		
STRENGTH		

What other components of the IEP do post-secondary goals need?

What are some best practices for developing high-quality post-secondary goals statements for dually identified students?

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Best Practices for Transition

- Have students develop a portfolio of student interests
- Have students complete a transition project



Thank
you



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